



Grade 5

Unit 4

Adventures of Don Quixote

Digital Components

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Adventures of Don Quixote

Digital Components

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MAP OF EUROPE



PURPOSE FOR READING

Listen and read to learn about the main characters and setting of *Adventures of Don Quixote*.

PURPOSE FOR READING

Read to learn how Don Quixote becomes a knight and what happens when he tries to right a wrong.

| NOUN SUBJECT-ACTION VERB AGREEMENT POSTER | |
|---|--|
| Subject | Agreement for Action Verb in the Present Tense |
| Singular noun subject | add –s or –es to the verb |
| Plural noun subject | verb does not change |

| NOUN SUBJECT-ACTION VERB AGREEMENT CHART | | |
|--|-------------|-----------|
| Subject | Action Verb | Agreement |
| Don Quixote | read | |
| the horse | gallop | |
| the mule drivers | fight | |
| the innkeeper | try | |
| the farmer and Andrew | argue | |
| the knight | joust | |

Suffixes

A suffix is a syllable or syllables placed at the end of a root word to change the word’s meaning and/or to form a different word.

| | |
|--|--|
| | |
|--|--|

| OPINIONS AND FACTS CHART | | |
|--------------------------|---|---|
| | Clues | Examples |
| Opinion | <ul style="list-style-type: none">• words that describe extremes• opinion/judgment words | <ul style="list-style-type: none">• best, most, worst, terrible, nicest, rudest• think, feel, believe, seem, better, worse, nicer, ruder |
| Fact | <ul style="list-style-type: none">• specific dates• specific numbers | <ul style="list-style-type: none">• December 7, 1941• 14 people |

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is only satisfied for a week! In these early wishes, the fisherman should have recognized that his wife’s greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?

The fisherman is also a fool because he ignores the increasing signs of danger each time he asks the magic fish to grant another ridiculous wish. Each time the fisherman returns to the sea to ask the magic fish to grant a wish, the sea is darker and more dangerous. The fisherman should have recognized the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

Structure of a Persuasive Essay

Introductory Paragraph

1. Hook that introduces topic or text and states an opinion

Body Paragraph #1

2. Reason #1 to support opinion with evidence

Body Paragraph #2

3. Reason #2 to support opinion with evidence

Concluding Paragraph

4. Conclusion that persuades reader to agree with opinion one more time and leaves reader with final thought

| PERSUASIVE ESSAY RUBRIC | | | | |
|-------------------------|--|--|---|---|
| | Exemplary | Strong | Developing | Beginning |
| Introduction | Opinion is clearly stated. | Opinion is stated. | Opinion is stated but is unclear. | An opinion is not stated. |
| | The hook effectively grabs the reader's attention. | The hook only partially grabs the reader's attention. | The hook does not grab the reader's attention. | A hook is not included. |
| | The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary. | The topic or text the essay is based on is introduced with some details. | The topic or text the essay is based on is introduced with few or no details. | The topic or text the essay is based on is not introduced. |
| Body | All reasons in the body paragraphs support the opinion. | Most reasons in the body paragraphs support the opinion. | Some reasons in the body paragraphs support the opinion. | Few or no reasons in the body paragraphs support the opinion. |
| Conclusion | Opinion is effectively restated in a different way from the introductory paragraph. | Opinion is restated in the same way as in the introductory paragraph. | Opinion is restated in an unclear way. | Opinion is not restated. |
| | An effective statement is included to persuade the reader to agree with the opinion. | A statement to persuade the reader to agree with the opinion is included, but is not fully convincing. | A statement to persuade the reader to agree with the opinion is included. | No statement to persuade the reader is included. |
| | The conclusion provides an original final new thought about the opinion. | The conclusion provides one final thought about the opinion. | The connection of the final thought to the opinion is unclear. | No final thought is included. |
| Structure of the piece | All sentences in paragraphs are presented logically. | Most sentences in paragraphs are presented logically. | Some sentences in paragraphs are presented logically. | Connections between sentences in paragraphs are confusing. |
| | All information has been paraphrased. | Most information has been paraphrased. | Some information has been paraphrased. | Little information has been paraphrased. |
| | All transition words or phrases are used appropriately. | Most transition words or phrases are used appropriately. | Some transition words or phrases are used appropriately. | Transition words or phrases are not used. |

PURPOSE FOR READING

Read to learn who Sancho Panza is and what types of adventures he and Don Quixote have.

| PRONOUN SUBJECT-ACTION VERB AGREEMENT POSTER | |
|--|--|
| Pronoun Subject | Agreement for Action Verb in the Present Tense |
| I, we, you, they | does not change |
| he, she, it | add –s or –es to the verb |

| PRONOUN SUBJECT-ACTION VERB AGREEMENT CHART | | | |
|---|------|-------------|-----------|
| Pronoun Subject | | Action Verb | Agreement |
| Singular | I | dub | |
| | you | sing | |
| | he | rush | |
| | she | march | |
| | it | fly | |
| Plural | we | jump | |
| | you | go | |
| | they | swim | |

| Chapter/ Page # | Excerpt from Don Quixote | Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason. |
|-------------------------|--|--|
| Chapter 2, Page 4 | <p>First there was the watching of the armor. In this part of the [dubbing] ceremony, the knight had to honor his armor by standing guard over it. Don Quixote paced back and forth in the moonlight, with most of the guests as an audience.</p> <p>Also staying at the inn that night were a group of mule drivers. It so happened that about that hour was the normal time to give water to their mules. But Don Quixote had placed his armor over the water tank! One of the mule drivers started to move the armor, but Don Quixote cried out: “You evil creature! What are you doing?”</p> <p>The mule driver went on with his business. He didn’t even look at the knight.</p> <p>“Keep your hands off my armor!” Don Quixote said as he attacked in a wild rage.</p> <p>Then a second mule driver came to the water tank. But before he could even touch the armor, Don Quixote attacked him, this time in complete silence.</p> | <p>Prompt: <i>Is Don Quixote’s desire to be a knight (which leads him to guard his armor) a good enough reason for attacking the mule drivers?</i></p> <p>Opinion:</p> <hr/> <hr/> <p>Reason:</p> <hr/> <hr/> <p>Evidence from Text:</p> <hr/> <hr/> |
| Chapter 3, Pages 7–8 | <p>Meanwhile, Don Quixote had met other people farther up the road, some merchants and their servants. The knight planted himself in the middle of the road, challenging every one of those “knights” to fight, one by one or in a group.</p> <p>“We are peaceful people sir; we are merchants, we are not knights,” they said.</p> <p>“You are cowards who don’t want to face a lone knight, that’s what you are!” he taunted.</p> <p>One of the servants threw a stone at Don Quixote. Many more stones followed...and a very bruised Don Quixote fell flat on the ground. He couldn’t move an inch...He knew all knights...had a little bad luck now and then. To pass the time he began singing old ballads...</p> | <p>Prompt: <i>Is Don Quixote’s desire to be a knight (which leads him to challenge the people he met) a good enough reason for suffering the pain of getting hit by stones?</i></p> <p>Opinion:</p> <hr/> <hr/> <p>Reason:</p> <hr/> <hr/> <p>Evidence from Text:</p> <hr/> <hr/> |

| Chapter/ Page # | Excerpt from Don Quixote | Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason. |
|-----------------------|--|---|
| Chapter 3, Page 8 | <p>The next morning, while [Don Quixote] was still asleep, the priest and the barber returned. The two of them helped the women burn the books. They tossed the valuable books into the courtyard and made a huge bonfire with them. Then they agreed to tell him—if he asked—that a wizard came in a smoke cloud and took all the books. He did ask, and that’s what he was told.</p> <p>After the books were burned, they thought everything would go back to normal. How mistaken they were!</p> | <p>Prompt: <i>Is Don Quixote’s friends’ burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds?</i></p> <p>Opinion:</p> <hr/> <hr/> <p>Reason:</p> <hr/> <hr/> <p>Evidence from Text:</p> <hr/> <hr/> |
| Chapter 4, Page 10 | <p>On the road again after a while, they caught a glimpse of thirty or forty windmills, a common sight in those parts. Don Quixote thought this was wonderful.</p> <p>“Look yonder, Sancho; there are thirty or more monstrous giants. I shall engage with them in fierce combat. And when I win, Sancho, we’ll be on our way to riches with the spoils.”</p> <p>“What giants, Your Grace?” asked Sancho.</p> <p>“Those yonder, those with the long arms,” his master replied.</p> <p>“But Your Grace, they’re not giants. They’re windmills!” Sancho warned. “There are no arms, just the sails going with the wind.”</p> <p>“It is crystal clear, Sancho, that you don’t know what you’re saying,” Don Quixote affirmed. “If you are afraid, stand to the side. Let me fight them alone.” But horse and knight were flung to the ground...</p> | <p>Prompt: <i>Is Don Quixote’s desire to be a knight (which leads him to attack the windmills) a good enough reason for suffering the pain and bruises of falling off his horse?</i></p> <p>Opinion:</p> <hr/> <hr/> <p>Reason:</p> <hr/> <hr/> <p>Evidence from Text:</p> <hr/> <hr/> |

PURPOSE FOR READING

Read to learn how Don Quixote and Sancho return home and what happens when they meet Dulcinea.

| ESSAY PROMPT | | |
|--|-----------|---------|
| Essay Prompt: <i>Do Don Quixote’s good intentions justify his actions?</i> | | |
| | 1st Draft | Revised |
| Opinion (Restate the prompt and answer it <i>yes</i> or <i>no</i> .) | | |
| Reason (What is one reason why you chose <i>yes</i> or <i>no</i> ?) | 1. | |
| Evidence (What examples from the text support your opinion and reason?) | 1. | |
| | 2. | |

PURPOSE FOR READING

Read to learn about the character traits of Don Quixote and Sancho Panza.

SUBJECT-LINKING VERB AGREEMENT POSTER

| Subject (Noun or Pronoun) | | Agreement for Linking Verb in the Present Tense | |
|------------------------------|---|--|---|
| | | <i>to be</i> | <i>to feel, look, taste, smell, sound</i> |
| <i>Singular</i> | I | am | feel, look, smell, sound |
| | you | are | feel, look, smell, sound |
| | he, she, it, Don Quixote, the girl, the house | is | feels, looks, tastes, smells, sounds |
| <i>Plural</i> | we | are | feel, look, smell, sound |
| | you | are | feel, look, smell, sound |
| | they, Don Quixote and Sancho Panza, the men, the windmills | are | feel, look, taste, smell, sound |

| SUBJECT-LINKING VERB AGREEMENT CHART | | |
|--------------------------------------|--------------|-----------|
| Subject (Noun or Pronoun) | Linking Verb | Agreement |
| the windmills | to be | |
| it | to be | |
| Dulcinea | to be | |
| she | to be | |
| Sancho Panza | to look | |
| he | to look | |
| Don Quixote and Sancho Panza | to feel | |
| they | to feel | |
| it | to smell | |
| it | to sound | |
| I | to be | |

PURPOSE FOR READING

Listen and read to learn the identity of the Knight of the Wood and what happens between Don Quixote and the lions.

| LEAD/HOOK IDEAS POSTER | |
|--|---|
| Lead/Hook Ideas | Example |
| Ask the reader a question | <i>Have you ever read a story that made you want to shout at the main character?</i> |
| Define an important term | <i>Some say the definition of insanity is doing the same thing over and over again, but expecting different results.</i> |
| Describe a character | <i>Don Quixote is an old gentleman who convinces himself that he is a knight.</i> |
| Quote a memorable piece of dialogue from the book and explain it | <i>“‘Master, master...they are windmills!’ Sancho repeated urgently. ‘They are not giants, master. THEY ARE WINDMILLS...WINDMILLS!’” This quotation is just one example of the crazy things Don Quixote does in his quest to be a knight in the modern world.</i> |

PURPOSE FOR READING

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

PURPOSE FOR READING

Read to find further evidence of Don Quixote's idealistic and quixotic character traits, as compared to Sancho's more realistic character trait.

Subject and Predicate

A sentence has two parts: a subject and a predicate.

Subject: tells who or what the sentence is about

Common noun: general person/place/thing (not capitalized)

Proper noun: specific person/place/thing (capitalized)

Predicate: tells what the subject is doing, did, or will do

Action verb: shows action

Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)

| SUBJECT-VERB-PREDICATE CHART | | |
|------------------------------|------------|---|
| Subjects | Verbs | Predicates |
| The lion | to look | back to the palace to prepare for the guests' arrival |
| The Duke | to be | across the field |
| Rocinante | to stretch | in his cage |
| Sancho | to hurry | a very famous puppeteer |
| Master Peter | to gallop | scared |

ROOT VAC PRACTICE CHART

Word Choices

Sentences

1. evacuate, vacuum, vacant

When meteorologists predicted a tsunami for the region, the coastal people were forced to _____ their homes.

2. vacate, vacant, vacation

An apartment complex was torn down, leaving a _____ lot on which the neighborhood children played ball.

3. vacancy, vaccination, vacuum

Doctors now administer a _____ for chicken pox that helps to prevent the disease.

4. vacant, evacuee, evacuate

The young girl tried to sleep on a cot in the noisy gym where she had been taken as an _____ after the hurricane warning.

5. evacuee, vacant, vacate

Thunder and lightning forced all the swimmers to _____ the pool.

PURPOSE FOR READING

Listen and read to find further evidence of Don Quixote's idealistic, quixotic, and brave character traits, as compared to Sancho's more realistic character trait.

PURPOSE FOR READING

Read to learn whether Sancho's experiences as governor of the island were what he expected.

| WORDS AND PHRASES THAT COMPARE AND CONTRAST POSTER | |
|--|-------------------|
| Words and Phrases That Compare and Contrast | |
| Compare | Contrast |
| similar to | however |
| similarly | in contrast |
| likewise | on the contrary |
| in the same way | alternatively |
| just as | whereas |
| at the same time | instead |
| additionally | on the other hand |
| also | but |

| COMPARE/CONTRAST CHART | | |
|------------------------|---------------------|--------------------|
| | Don Alonso | Don Quixote |
| role in life | village gentleman | honorable knight |
| clothing | gentleman's clothes | suit of armor |
| transportation | old nag | noble steed |
| housing | simple cottage | magnificent castle |

PURPOSE FOR READING

Read to be able to compare and contrast the character traits of Don Quixote and Sancho Panza.

PURPOSE FOR READING

Read to learn how Don Quixote and Sancho reunite and the identity of the Knight of the White Moon.

| SHARING ESSAYS POSTER | | |
|--|---|--|
| Speaking | Listening | Responding |
| <ul style="list-style-type: none">• Volume: loud enough for group members to hear, without distracting other groups• Pace: slow enough for listeners hearing the story for the first time to visualize and think as they listen | <ul style="list-style-type: none">• Keep your body still.• Make eye contact.• Use appropriate nonverbal responses, such as reacting with subtle facial expressions. | <ul style="list-style-type: none">• Use the Structure of a Persuasive Essay Poster and Persuasive Essay Rubric to help think of compliments (The first reason was supported well by two pieces of text evidence.) or questions (Could you add more persuasive language in the introduction and conclusion?).• Always start with a compliment.• Be respectful—criticism can make a writer feel discouraged. |

Response Starters:

| |
|--------------------------------------|
| What made you choose to . . .? |
| I'm left wondering about . . .? |
| Did you think about including . . .? |

PURPOSE FOR READING

Read to find out how Samson summarizes Don Quixote's life.

| COMMAS TO SEPARATE A SERIES POSTER | |
|------------------------------------|--|
| Commas to Separate a Series | |
| Series of Single Words | Series of Groups of Words (Phrase or Clause) |
| coats, hats, and scarves | puffy coats, woolen hats, and colorful scarves |
| hit, ran, and slid | hit the baseball, ran the bases, and slid over home plate |
| marching, twirling, or blowing | marching in formation, twirling batons, or blowing trombones |

| MORPHOLOGY REVIEW CHART | |
|---|---|
| Word Choices | Sentences |
| 1. distracted, subtracted, detracted, attracted | Don Quixote was _____ to the lifestyle of knights during the Middle Ages. |
| 2. irresponsible, responsible, logical, illogical | It seems _____ that Don Quixote would charge at windmills, but he claimed that the windmills were actually giants that had been transformed by a wizard. |
| 3. emptiness, drowsiness, crispness, steadiness | You can certainly admire Sancho for his _____ in supporting Don Quixote throughout the text. |
| 4. intercede, intercept, irregular, regular | Don Quixote’s friends tried to _____ and convince him that he should stay home, but Don Quixote would not listen. |
| 5. attracted, distracted, retracted, extracted | Don Quixote became so _____ by books about knights that he decided to become a knight. |
| 6. irresponsible, responsible, logical, illogical | Do you think it was brave or _____ for Don Quixote to let the prisoners go? |
| 7. interaction, intersection, action, section | The _____ between Don Quixote and the mule drivers did not go so well; Don Quixote attacked the mule drivers for trying to water their mules at the trough. |

Recommended Resources for Adventures of Don Quixote

For Students:

Video of Don Quixote

Don Quixote 2000 color 140 min. video (Hallmark film) with Spanish subtitles with John Lithgow as Don Quixote, Isabella Rossellini as Dulcinea
https://www.youtube.com/watch?v=VuUnw1_8X0

Animated version of *Don Quixote* 11 min video
<https://www.youtube.com/watch?v=Uwe7juUZLTk>

Scenes from Man of La Mancha

“The Impossible Dream,” *Man of La Mancha*—1972 color 9 min video selected songs with Peter O’Toole as Don Quixote, Sophia Loren as Dulcinea, and James Coco as Sancho
<https://www.youtube.com/watch?v=RfHnzYEHAAow>

“Golden Helmet of Mambrino,” *Man of La Mancha*—1972 color 2 min video with Peter O’Toole as Don Quixote and James Coco as Sancho
<https://www.youtube.com/watch?v=eQ8iZu-BAVM>

Books

Don Quixote and the Windmills, by Eric A. Kinnel with illustrations by Leonard Everett Fisher. (Farrar, Straus and Giroux, 2004) ISBN: 978-0374318253

Good Masters! Sweet Ladies! Voices from a Medieval Village, by Laura Amy Schlitz (Candlewick, 2011) ISBN: 978-0763650940

The Last Knight: An Introduction to Don Quixote, by Will Eisner (Nantier Beall Minoustchine Publishing, 2003) ISBN: 978-1561632510

Medieval Life, by Andrew Langley (DK Eyewitness Books, 2000) ISBN: 978-0756673161

The Medieval World, by Phillip Steele (Kingfisher, 2006) ISBN: 978-0753460467

The Misadventures of Don Quixote, by Tom Lathrop and illustrated by Jack Davis (LinguaText Ltd, 2012) ISBN: 978-0942566581

Life in the Middle Ages/General Information

The Middle Ages
<http://www.lordsandladies.org/>

BBC History: Middle Ages
http://www.bbc.co.uk/history/british/middle_ages/

The History Channel: Middle Ages—Facts & Summary
<http://www.history.com/topics/middle-ages>

Medieval Life
http://www.medieval-life.net/life_main.htm

Discovery Channel: Middle Ages Quiz
<http://dsc.discovery.com/tv-shows/curiosity/topics/middle-ages-quiz.htm>

A Chronology of the Central Middle Ages
<http://usna.edu/Users/history/abels/hh315/chronology%20950-1350.htm>

For Teachers:

Teacher’s Guide to The Core Classics Edition of Miguel de Cervantes’ *Don Quixote*
http://www.coreknowledge.org/mimik/mimik_uploads/documents/53/CCDQ.pdf

Bright Hub Education: Lesson Ideas: Don Quixote
<http://www.brighthouseeducation.com/high-school-english-lessons/83437-don-quixote-activities-and-lesson/>

Discovery Education: Lesson Plan Library—Don Quixote
<http://www.discoveryeducation.com/teachers/free-lesson-plans/don-quixote.cfm>

Chivalry

Medieval Life and Times: Code of Chivalry
<http://www.medieval-life-and-times.info/medieval-knights/code-of-chivalry.htm>

The Middle Ages: European Feudalism
<http://www.lordsandladies.org/european-feudalism.htm>

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